

Germantown Elementary Annual Plan (2024 - 2025)

Last Modified at Sep 27, 2024 10:26 AM CDT

<p>[G 1] Reading/Language Arts Germantown Elementary School will increase Reading Language Arts proficiency rate in grades 3-5 from 43.8% in SY24 to 45.8% in SY25 on the TNReady Assessment.</p> <p>Performance Measure Performance will be measured using the following tools:</p> <p>TNReady Assessment</p> <p>Formative Benchmarks using iReady</p>					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 1.1] Standard Aligned Core Instruction Germantown Elementary School will provide daily access to a rigorous reading/language arts curriculum, quality core instruction and resources aligned with the state's academic standards that will develop students' deep understanding of the content, strengthen comprehension, and promote mastery of TN Standards to ensure students are career and college ready. GES will secure supplies, materials, equipment, and support for academic instruction.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Implementation</p> <p>* Bi-Weekly School Wide Formative Assessments * Bi-Weekly Informal Observation Tool and Rubric</p> <p>Effectiveness</p> <p>* Bi-weekly School-wide Formative Assessments</p>	<p>[A 1.1.1] Conduct Data Analysis PLC Coach, Optional Coordinator, Instructional Leadership Team, Interventionist, and classroom ELA teachers will meet twice each month to analyze current data in all student intervention and assessment platforms (Iready, curriculum standards assessments informal classroom observation walkthroughs). The data will be used to determine professional development needs for instructional strategies; differentiated lesson plans; grouping of students; and daily instruction and additional intervention needs.</p>	<p>Elizabeth Emmerson, PLC Coach, Amy Dacus, Optional Coordinator, Marlen Murillo, Interventionist, Stacy Spinosa-Johnson, Principal, Katrina Moore, ELA ILT Teacher Lead</p>	<p>04/30/2025</p>		

<p>will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Bi-Weekly informal observation data will indicate that at least 90% of teachers observed demonstrate effective implementation of the instructional look fors identified by the rubric, in each walkthrough cycle.</p>					
	<p>[A 1.1.2] Develop Effective Lesson Plans With the help of PLC Coach, optional coordinator and Interventionist, teachers will develop differentiated lesson plans, utilizing student data to differentiate instruction in order to meet the needs of all students. Teachers will meet weekly for a 45 minute collaborative planning session to address the needs of all students, including intervention groups and enrichment for Tier 1 students.</p>	<p>Elizabeth Emmerson, PLCC, Amy Dacus, Optional Coordinator, Marlen Murillo, Interventionist</p>	<p>05/09/2025</p>		
<p>[S 1.2] Provide Professional Development for Teachers Provide professional development for teachers, and instructional support on strategies that will improve teachers' pedagogy of the content, mastery of standard look-fors, students' skill set, and students' proficient reading level of grade supported texts.</p> <p>Teachers will participate in ongoing, research-based professional development through weekly PLC meetings, weekly faculty meetings and targeted coaching sessions to improve instructional practices, deepen understanding of the state standards and curriculum resources, and learn how to use various instructional tools more effectively. Germantown will also secure supplies, materials, equipment, and support for academic instruction.</p> <p>Benchmark Indicator · Implementation</p> <p>* Weekly collaborative planning agenda and minutes * Bi-weekly Instructional Leadership Team (ILT)</p>	<p>[A 1.2.1] Conduct Professional Development to Support District Curriculum Initiatives PLC Coach, Optional Schools Coordinator, Interventionist, and ILT content lead will provide access to school level professional developments and ensure attendance to vendor provided PD to assist teachers in learning effective instructional strategies with regard to the district expectations and curriculum. Topics for PDs include Standards Deep Dive, addressing small group and blended learning, intervention methods, good first teaching strategies, differentiated and targeted instruction, looking at student work and data analysis to inform instructional decisions and grouping, instructional strategies and scaffolds for special groups.</p>	<p>Elizabeth Emmerson, PLC Coach, Katrina Moore, ELA ILT teacher lead, Marlen Murillo, Interventionist, Amy Dacus, Optional Coordinator</p>	<p>03/28/2025</p>		

<p>agenda and minutes</p> <p>Effectiveness</p> <p>* Weekly Collaborative Plannings will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%.</p> <p>* Bi-weekly ILT meetings will result in at least 90% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher</p>					
	<p>[A 1.2.2] Utilize PLC Coach, Interventionist, ILT Content Lead, Optional Coordinator PLC Coach, Interventionist, and Optional Coordinator will lead weekly PLC's and Collaborative Planning in order to assist teachers with completing planning and standards examination, analyze data and making instructional decisions based on data.</p> <p>PLC Coach, ILT Content Lead, Interventionist, and Optional Coordinator will develop and deliver targeted ELA professional development and coaching to teachers to better equip them to teach lessons that meet the demands of the standards and meet the needs of students.</p> <p>PLC Coach, ILT Content Lead, and Optional Coordinator will conduct formal and informal walk throughs, classroom observation and data analysis in order to inform best practices and educational decisions. Targeted coaching sessions will address teacher pedagogy and instructional strategies.</p>	<p>Elizabeth Emmerson, PLC Coach, Katrina Moore, ELA ILT teacher lead, Marlen Murillo, Interventionist, Amy Dacus, Optional Coordinator</p>	<p>04/11/2025</p>		
<p>[S 1.3] Targeted Intervention and Personalized Learning Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve</p>	<p>[A 1.3.1] Provide additional instructional resources for struggling students Students will be provided with additional academic resources. The purchase of TCAP Coach books will support the implementation of the alignment of content standards to improve student achievement.</p>	<p>Elizabeth Emmerson, PLC Coach</p>	<p>03/28/2025</p>	<p>Title 1</p>	

<p>student achievement.</p> <p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Monthly progress monitoring data * Monthly data meeting agenda and minutes * Quarterly District benchmark assessment data <p>Effectiveness</p> <ul style="list-style-type: none"> * Monthly progress monitoring data will reflect students increasing by at least 2 data points. * Monthly data team meetings will reflect at least 5% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. * 	<p>The purchase of Ready Reading workbooks will supplement the implementation of standards-based instruction in classrooms. Other such resources include but are not limited to the purchase of consumable workbooks and additional online platforms, which are standards based and aid in intervention strategies and manipulatives for at home use and practice with classroom strategies.</p>				
	<p>[A 1.3.2] Utilize Educational Assistants Educational assistants will be utilized in K-5 Literacy Classrooms to plan and implement targeted intervention lessons during the intervention block for all tiered students. Educational Assistants will also serve as small group instructors during tier 1 instruction as well as implementation of during the day tutoring for identified students.</p>	<p>Cheryl Swint, Gen Ed TA, Mary Beckworth, Gen Ed TA, Jowanda Forbes, SEA, Charnetta Walker, SEA, Sheila Brown, SEA</p>	<p>04/18/2025</p>		

[G 2] Mathematics
Germantown Elementary School will increase Mathematics proficiency rate in grades 3-5 from 30.7% in SY24 to 32.7% in SY25 on the TNReady Assessment.

Performance Measure
Performance will be measured using the following tools:

TNReady Assessment

Formative Assessment using iReady					
Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 2.1] Standard Aligned Core Instruction Teachers will plan and execute standard aligned lessons with intentionality and focus (data-informed instruction) to provide daily access to a rigorous math curriculum that will develop students' engagement in important content, build on prior knowledge (pre-requisite skills), and promote mastery of TN Standards to ensure students are career and college ready.</p> <p>Benchmark Indicator **Benchmark Indicator**</p> <p>Implementation</p> <ul style="list-style-type: none"> * Bi-Weekly School Wide Formative Assessments * Bi-Weekly Informal Observation Tool and Rubric <p>Effectiveness</p> <ul style="list-style-type: none"> * Bi-weekly School-wide Formative Assessments will reflect a 5% increase in the number of students scoring 80% or better after each assessment. * Bi-Weekly informal observation data will indicate that at least 90% of teachers observed demonstrate effective implementation of the instructional look fors identified by the rubric, in each walkthrough cycle. 	<p>[A 2.1.1] Develop Differentiated Lesson Plans Instructional Facilitator and Instructional Leadership Team Math Content lead will guide teachers in using data to make informed decisions on how best to differentiate lesson plans to provide instruction that is learner focused. Teachers will include interventions and supplemental instruction through RTI time and small group instruction during Tier 1 instructional time.</p>	Lori Newborn, Math Admin Lead, Stephanie Argo, Math ILT Teacher Lead, Stacy Johnson, Principal	04/25/2025		
<p>[S 2.2] Professional Development Provide ongoing, high quality professional development at the school level for school leaders, teachers, and other instructional staff that focuses on instructional shifts and strategies that result in improved student performance.</p>	<p>[A 2.2.1] Utilize Instructional Facilitator Implementation</p> <ul style="list-style-type: none"> * Weekly collaborative planning agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) 	Lori Newborn, Math Admin Lead, Stephanie Argo, Math ILT Teacher Lead	04/18/2025		

<p>Benchmark Indicator Implementation</p> <p>* Weekly collaborative planning agenda and minutes * Bi-weekly Instructional Leadership Team (ILT) agenda and minutes</p> <p>Effectiveness</p> <p>* Weekly Collaborative Plannings will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Bi-weekly ILT meetings will result in at least 90% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher</p>	<p>agenda and minutes</p> <p>Effectiveness</p> <p>* Weekly Collaborative Plannings will result in 100% of teachers receiving departmentalized support to increase overall student achievement by 10%. * Bi-weekly ILT meetings will result in at least 90% of teachers following the instructional framework, resulting in LOE scores of level 3 or higher</p>				
	<p>[A 2.2.2] Conduct Professional Development Instructional Facilitator and Instructional Leadership Team Math Lead will ensure teachers are provided school level professional development and ensure attendance to vendor provided PD to assist teachers in learning effective instructional strategies with regard to the district adopted Envision curriculum. Topics for PDs include Standards Decomposition, Diving into the curriculum platforms, and small group and blended learning.</p>	<p>Lori Newborn, Math Admin Lead, Stephnie Argo, Math ILT Teacher Lead</p>	<p>03/28/2025</p>		
<p>[S 2.3] Targeted Interventions and Personalized Learning, Provide academic interventions, personalized learning activities, an individualized learning pace, and various instructional approaches designed to meet the needs of specific learners to improve student achievement.</p> <p>** **</p> <p>** **</p>	<p>[A 2.3.1] Provide additional resources for struggling students Students will be provided with additional resources determined by data analysis of student benchmark assessments. Materials and technology will give students the support needed to improve academic achievement. Such resources include but are not limited to the purchase of consumable workbooks which are standards based and aid in intervention strategies, manipulatives for at home use and practice with classroom strategies and digital</p>	<p>Elizabeth Emmerson, PLC Coach</p>	<p>03/07/2025</p>	<p>Title 1</p>	

<p>Benchmark Indicator Implementation</p> <ul style="list-style-type: none"> * Monthly progress monitoring data * Monthly data meeting agenda and minutes * Quarterly District benchmark assessment data <p>Effectiveness</p> <ul style="list-style-type: none"> * Monthly progress monitoring data will reflect students increasing by at least 2 data points. * Monthly data team meetings will reflect at least 5% of students being able to exit RTI2 supports and interventions. * Quarterly benchmark assessment data will reflect at least 5% of students moving from Tier III to Tier II or Tier II to Tier I. 	<p>platforms for use outside of school and in the classrooms.</p>				
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[G 3] Safe and Healthy Students
 Germantown Elementary School will reduce chronically out of school students from 13.9% in SY24. to 11.9% in SY25

Performance Measure
 Interventions and supports will be measured using the following:

- * PowerSchool Data
- * PowerBI Data
- * Share Point

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p>[S 3.1] Attendance and Behavior Interventions and Supports Implement targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports, including MSCS Come to Win Initiative for all students.</p> <p>Benchmark Indicator</p>	<p>[A 3.1.1] Implement Perfect Attendance Awards and Recognition GES will continue to recognize students and classes with perfect attendance. Announce students and classes achieving perfect attendance on morning announcements and present rewards/incentives to classes and individuals. Spotlight students and classes achieving perfect attendance on the GES website and social media.</p>	<p>Stacy Johnson, Principal, Amy Dacus, Optional Coordinator, Kaadia Thomas, GOS, Christal Tharp,</p>	<p>05/16/2025</p>		

<p>Benchmark Indicator</p> <p>Implementation</p> <p>* 20 day attendance reports * 20 day behavior reports</p> <p>Effectiveness</p> <p>* 20 day attendance reports will reflect a 5% decrease in the number of students absent from school * 20 day behavior reports will reflect a 2% decrease in the number of chronically absent students</p>	<p>There are monthly attendance celebrations to recognize perfect attendance.</p>	<p>School Counselor</p>			
	<p>[A 3.1.2] Utilize Chronic Absenteeism Team to Monitor and Track Attendance Chronic Absenteeism Team will monitor attendance on a weekly basis to promote student attendance rate. Collect and review documentation regarding student absences and communicate with parents and guardians to proactively reduce and combat absenteeism. Team members will meet monthly to discuss procedures and protocols around student absences, Chronic Absenteeism, building relationships with students and families and establishing and ongoing reduction of the GES Chronic Absence rate. Team members will call parents/guardians of students that they are assigned to ensure children come to school and have no more than five absences this school year.</p>	<p>Stacy Johnson, Principal, Amy Dacus, Optional Coordinator, Kaadia Thomas, GOS, Christal Tharp, School Counselor</p>	<p>05/16/2025</p>		
<p>[S 3.2] Professional Development Provide ongoing, high quality professional development at the school site for school leaders, teachers, and other instructional staff to focus on changing instructional practices that result in improved student attendance and behavior positively impacting student achievement.</p> <p>Benchmark Indicator</p>	<p>[A 3.2.1] Implement RTI2B with Fidelity School Counselors and RTI2B team will meet regularly with faculty and staff to ensure understanding of and implementation of RTI2B at the school level. Discuss and address topics in reference to RTI2B best practices and expectations. Provide resources and supports to faculty and staff to promote consistency and efficiency in RTI2B implementation. Clarify and</p>	<p>Stacy Spinosa-Johnson, Principal, Christal Tharp, School Counselor</p>	<p>05/09/2025</p>		

<p>Implementation</p> <p>* Semesterly RTI2-B data training agenda and minutes</p> <p>Effectiveness</p> <p>* Monthly RTI2-B data teams meetings will result in a 2% decrease in student infractions.</p> <p>* Monthly SART and SARB meetings will reflect a 5% increase in student attendance and a 2% decrease in student infractions each 20-day period.</p>	<p>reinforce expectations in faculty and staff meetings and PLCs.</p>				
	<p>[A 3.2.2] Provide ongoing SEL Training for all Faculty and Staff</p> <p>School Counselor and RTI2B team will provide appropriate and ongoing socio-emotional training to all faculty and staff at the school level. Support faculty in staff in ongoing training to support students by increasing awareness of socio-emotional needs.</p>	<p>Stacy Spinosa-Johnson, Principal, Christal Tharp, School Counselor</p>	<p>04/25/2025</p>		
<p>[S 3.3] Parent, Family, and Community Engagement</p> <p>Promote effective parent, family, and community engagement activities and resources that support safe schools which will improve student attendance and behavior.</p> <p>Germantown will also secure supplies, materials, equipment, and support for parental and community engagement.</p> <p>Benchmark Indicator</p> <p>Implementation</p> <p>* semesterly parent surveys</p> <p>* quarterly parent meeting agenda and minutes</p> <p>* semesterly parent-teacher conference sign in sheets and minutes</p> <p>Effectiveness</p>	<p>[A 3.3.1] Offer a Variety of Family Engagement Opportunities</p> <p>Invite parents, guardians and students to school to participate in a variety of activities encouraging school involvement and promoting attendance and developing parent knowledge about student data. Host Data Rallies, Data Nights, Family Literacy night, Family Math night, family engagement events, GES Fun Run, Holidays Around the World, International Festival, and encourage families, district personnel, and community leaders to attend.</p>	<p>Stacy Johnson, Principal, Elizabeth Emmerson, PLC Coach, Amy Dacus, Optional Coordinator, Lori Newborn, Instructional Facilitator</p>	<p>05/16/2025</p>		

<p>* Parent surveys will result in at least 1 additional family engagement and involvement meetings/events based on feedback each semester.</p> <p>* Quarterly parent meetings will result in an increase in participation by at least 5%.</p> <p>* Semesterly parent-teacher conferences will result in a 2% decrease in student infractions and a 5% decrease in student absences.</p>					
	<p>[A 3.3.2] Involve Community Stakeholders in School Activities</p> <p>GES will offer community stakeholders opportunities to be a part of school activities and instructional programs. Such opportunities include; proctoring during state assessments, Kiwanis Terrific Kids and K-Kids, classroom presentations/speakers, volunteer tutoring and the development of the School Improvement Plan.</p>	<p>Stacy Johnson, Principal, Elizabeth Emmerson, PLC Coach, Amy Dacus, Optional Coordinator, Lori Newborn, Instructional Facilitator</p>	<p>04/18/2025</p>		